

U.S. HISTORY LESSON ROLES OF THE PRESIDENT

Objectives: TEKS

- 8.23(A) Analyze the leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and George Washington.
- 8.30(B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
 - (C) Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
- 8.31(D) Create written, oral, and visual presentations of social studies information.

STUDENT:

1. The student will understand the roles of the president of the U.S.
2. The student will be able to utilize the information on display in George Bush Presidential Museum to relate that information to what was studied in class.

VOCABULARY

Checks and Balances
Federalism
Judicial Review
Limited Government
Popular Sovereignty
Representative Government
Republicanism
Separation of Powers

ACTIVITIES AND RESOURCES

Pre-Museum Visit Activities

1. The students will learn the roles that the President carries out while in office. Using the information on the resource **Roles of the President**, students will become familiar with the jobs carried out by the president.
2. The teacher can lead the students in a discussion of actions reflecting the roles that they have studied in their textbook, seen in the news on television or read in newspapers and news magazines.
3. The teacher will divide the students into small groups and designate one student to be the recorder of information during the Museum tour.

Museum Visit

Tour Activity

1. The students will divide into their designated groups and receive a copy of the "Presidential Scavenger Hunt". Using the information they have learned previously about the roles of the President, they will work their way through the areas and find examples for each role. (The teacher can give each group a different section of the Museum to go to so time will be saved and the groups will not bunch together at one location). Docents will supervise the Museum tour.
2. The students will work together to find the examples and they will report their findings to the recorder. The recorder will record the answers and in what section they located.
3. The results will be turned in to the teacher when the students finish the tour.

Classroom Activity - "We the Citizens"

1. The students will form their designated groups and receive information on their situation. They will be supervised by the teacher and docents. They will find themselves stranded on an island after a ship wreck or plane crash. They have information on what few supplies they have and are informed that there is no chance of rescue. In order to survive, each team of students must form a government and develop laws and punishment. Each team will work within a time frame to accomplish their tasks. At the end of the activity, each team will be required to turn in a written description of the type of government they have created, and a list of laws and punishment.

2. If there is time, the students can be led in discussions on what each team faced and the resulting form of government and laws.

Post Museum Visit Activities

The teacher can follow up the museum activities with an assignment in which the students will find examples in the news of the roles that the President carries out today.

ASSESSMENT

The teacher can grade the results from the "Presidential Scavenger Hunt" and the "We the Citizens" Activities. The follow up activity can also be measured.

ACCOMMODATIONS/MODIFICATIONS

Students with modifications can be grouped to have mentors who will aid them with the activities.

NOTES

Materials required

- clipboards for the recorders to write results
- pencils
- paper for classroom activity
- "We the Citizens" activity information sheets